DOCUMENT RESUME

ED 473 741 EC 309 424

AUTHOR	Repetto, Jeanne; Webb, Kristine; Beutel, Adory; Perkins, Dollean; Bailey, Mary
TITLE	Dare To Dream--Juvenile Justice. A Guide to Planning Your Future for Students in the Juvenile Justice System.
INSTITUTION	Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.
REPORT NO	ESE-310583
PUB DATE	1999-00-00
NOTE	70p.
AVAILABLE FROM	Florida State Dept. of Education, Clearinghouse Information Center, Rm. 628 Turlington Bldg., 325 W. Gaines St., Tallahassee, FL 32399-0400. Tel: 850-488-1879; Fax: 850-487-2679; e-mail: cicbiscs@mail.doe.state.fl.us. For full text: http://www.firn.edu/doe/commhouse.
PUB TYPE	Guides - Classroom - Learner (051)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*Behavior Disorders; Career Exploration; *Career Planning; Delinquency; *Emotional Disturbances; Individualized Education Programs; Job Analysis; Job Skills; Juvenile Justice; *Long Range Planning; Secondary Education; Self Determination; *Transitional Programs; Workbooks
IDENTIFIERS	*Florida

ABSTRACT

This workbook is designed to help Florida students in the juvenile justice system plan for their desired postschool outcomes. It includes activities to help students make good decisions that will affect their entry into adult life. "Dare to Know" boxes are found throughout the workbook and provide important information to students to assist them in planning, and "Dare to Think" and "Dare to Do" boxes provide activities to help with the planning. The workbook addresses the following areas: (1) the transition requirements in the Individualized Education Program (IEP), under the Individuals with Disabilities Education Act; (2) positive path behaviors; (3) identifying dreams; (4) getting support for dreams; (5) the transition IEP team; (6) planning for a dream; (7) deciding on where to live; (8) transportation options; (9) planning for a job by identifying interests, aptitudes, and skills; (10) identifying education and training needs; (11) leisure activities; (12) social activities; (13) getting involved in the community; (14) identifying desired postschool outcomes; (15) personal skills; (16) personal learning styles; (17) graduation requirements; and (18) identifying annual goals and short-term objectives. (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 473 741

Dare to Dream

Juvenile Justice

A Guide to Planning Your Future for Students in the Juvenile Justice System

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
A. Duncan
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

1999

Florida Department of Education
Division of Public Schools and Community Education
Bureau of Instructional Support and Community Services

EC 309424

BEST COPY AVAILABLE

This is one of many publications available through the Bureau of Instructional Support and Community Services, Florida Department of Education, designed to assist school districts, state agencies that support educational programs, and parents in the provision of special programs. For additional information on this publication, or for a list of available publications, contact the Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, Florida Department of Education, 325 W. Gaines Street, Room 628 Turlington Building, Tallahassee, Florida 32399-0400.

Telephone: (850) 488-1879

FAX: (850) 487-2679

Suncom: 278-1879

Email: cicbiscs@FLDOE.org

Website: www.myfloridaeducation.com/commhome)

This product was developed by Project Career Development and Transition as part of Florida Transition Network: Information and Services for Adolescent and Adults with Special Needs. Project Career Development and Transition is funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services (BISCS), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Copyright
State of Florida
Department of State
1999

Authorization for reproduction is hereby granted to the state system of public education as defined in section 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the state system of public education without prior approval in writing.

Dare to Dream

Juvenile Justice

A Guide to Planning Your Future for Students in the Juvenile Justice System

Jeanne Repetto, Ph.D.
Kristine Webb, Ph.D.
Adory Beutel, M.A.
Dollean Perkins, M.Ed.
Mary Bailey, M.Ed.

Information and Services for Adolescents and Adults with Special Needs
Florida NETWORK

Dare to Dream—Juvenile Justice

Project Directors
Dr. Jeanne Repetto and Dr. Stuart Schwartz

Staff Contributors
David E. Houchins, Ph.D.
Dale E. Beutel, Ed.S.
Terri Deptula, M.Ed.
Christopher D. George, M.Ed.
Jeffrey S. Kissinger, M.Ed.
Natalee M. Mossing, M.Ed.
Leigh Hankins-Patterson, M.Ed.

Editor
Laura J. Perry, Ph.D., CRC

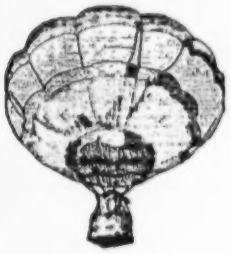
Program Assistant
Vicki Tucker, B.S.

Table of Contents

Introduction 1
Planning My Transition 3
My Personal Transitions 4
My Dreams 5
Positive Paths to My Future 7
My Supports 13
My Transition IEP Team 14
Sample Invitation Letter 15
Planning My Dream 17
This Is Chris 18
Where Do I Want to Live? 21
How Will I Get Around in My Community? 25
What Job Do I Want to Have? 29
Interests, Aptitudes, and Skills 31
My Dream Job 35
Education for Work 37
What Do I Want to Do in My Leisure Time? 41
My Social Activities 45
Getting Involved in My Community 49
My Desired Postschool Outcomes 53
Sharing What Is Best about Myself 55
My Personal Learning Style 56
My Graduation Requirements 58
Sharing More about Myself 61
Making My Dreams Come True 63
Certificate of Completion 67
Notes 69
References and Resources 71

Acknowledgments

Many individuals have been responsible for preparing, reviewing, and editing this guide. Special acknowledgments are due to Michele Polland, Roger Henry, Terri Eggers, Suzy Fay of the Bureau of Instructional Support and Community Services, and Janet Adams of the Bureau of Program Improvement and Accountability, Florida Department of Education; the University of Florida Department of Special Education; and the Juvenile Justice Educational Enhancement Program (JJEEP).



Introduction

The time has come to begin thinking about your future. This is a ***very*** important undertaking because people who have goals and dreams are more successful than those who just leave everything to fate. The purpose of this guide is to help you plan your *desired postschool* outcome—in other words, your future. The activities in this guide will help you make good decisions that will affect your entry into adult life.

Throughout this book, you will find **Dare to *Know*** boxes. These give you important information to help you plan for your dreams. **Dare to *Think*** and **Dare to *Do*** boxes provide activities to help with planning. We hope that you will give this adventure the energy it deserves. You are only a teenager once, and this is the time for you to dream. You can put power in your life by planning your future . . . **DARE to DREAM!**

Dare to *Know*

Q: Hey! What is the big **IDEA**?

A: **IDEA** is the *Individuals with Disabilities Education Act*. In this major law, Congress made **transition** one of the *areas* to be addressed on your **Individual Educational Plan (IEP)** each year. (In Florida, we use the term *Transition IEP*.) In 1997, IDEA was reauthorized (renewed) and amended. One of the changes to the law was that transition planning has to begin at age 14.

Planning My Transition

You are in the process of making the **transition** from being a teenager to living as an independent adult member of your community.

Dare to *Know*

Q: What is ***transition***?

A: ***Transition*** is a change. For you, it is the process of changing from being a student to being an independent citizen in your community.

Q: How do I make this change?

A: You will help your Transition IEP team develop steps in your Transition IEP to meet your transition requirements.

Q: What are transition requirements?

A: Transition requirements are specific points that must be addressed in your Transition IEP. They vary depending upon your age. Beginning when you are 14, your IEP must include a statement of transition service needs that focuses on a course of study. This course of study will help you learn skills to move from school to post-school life. When you reach age 16, your Transition IEP will focus more on (a) identifying the specific transition services you will need and (b) identifying which agencies are to be responsible for providing these services or offering other assistance.

My Personal Transitions

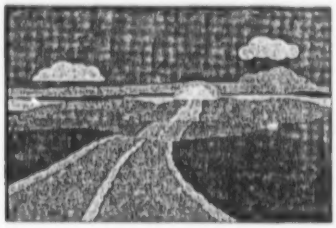
Write or discuss other examples of transitions or changes that you have experienced such as

moving to a new city

changing schools

making new friends

entering the Juvenile Justice system



My Dreams

You are a worthwhile person with unique talents and skills. You have the power to make a difference in your life and in your community. The first step is creating your dream—and **believing** in your power to make it happen!

ASK YOURSELF

What is my dream?

What kind of life do I want as an adult?

What kind of job would I like to have?

What positive kinds of things do I like to do for fun?

How will I get around in my community?

Who will be my friends?

Do I believe I can make my dreams a reality?

What will my future look like?

Did I have a hard time with some of these questions?

This booklet will help you answer these and other questions by helping you write your *desired postschool outcome statement* and to take an active role in developing your own *Transition IEP*. You can direct your own Transition IEP meeting by setting and communicating your goals. Many well-known, successful people with disabilities like Jackie Joyner-Kersee, Christopher Reeve, Whoopi Goldberg, Michael Jordan, Michael Johnson, and Cher have said that setting goals helped them achieve their dreams. Take the challenge—**Dare to DREAM!!**

Dare to *Know*

Q: What is a *desired postschool outcome statement?*

A: *A desired postschool outcome statement* is your dream about what you would like to be doing three to five years after you graduate from high school. Here is an example.

After I graduate from high school, I want to work with computers. I want to live in an apartment with roommates in a city that has warm weather. In my free time, I want to participate in sports and spend time with my friends.

Q: What should be the focus of my desired postschool outcome statement ?

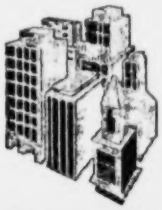
A: Your desired postschool outcome statement should include:

- where you want to **live**
- what kind of **job** you would like
- which **positive activities** you will do in your leisure time
- how you will be part of your **community**
- who will be your **friends**

Live

Job

Leisure Time



Community

Social Activities

Positive Paths to My Future

Dreaming alone isn't enough to make success happen. You also need to **act** or **behave** in a way that will lead to your dreams. Actions or behaviors that help you achieve your dreams are called *positive path behaviors*. Fulfilled dreams are the result of having dreams; having positive feelings about yourself and others; developing a reliable support system of family members, friends, and others who are involved in your life; and taking steps that lead you toward your dreams. This would be a good time to think about how you feel about your future. Do you have a dream?

Dare to Know

Q: What are *positive path behaviors?*

A: *Positive path behaviors* are those things that you do to make good decisions about your dreams. The following list are some positive path behaviors you can use to work toward your dream.

- **Know your dream.**
- **Plan for your dream.**
- **Prepare for your dream.**
- **Get support for your dream.**
- **Review your dream.**

The specific positive path behaviors you will take to meet your dreams depend entirely upon you. Following these steps can help you make your dreams come true.

Know your dream

Knowing your dream means that you have identified an important goal for your life in some area—where you will live, what job you will have, or what you might study in college or vocational school. You might experiment with daydreaming about what kind of life you will have after you finish school and choose a goal from your daydreams.

Dare to *Think*: *Could you make plans for someone else's future without knowing him or her? What might happen if you tried? What if you planned your future without considering your interests, strengths, weaknesses, and preferences?*

Dare to *Do*: Try it! Pair up with a classmate you don't know very well and try to imagine one another's futures. How does your classmate feel about the future you've described for him or her? How do you feel about the plans he or she has made for you?

Plan for your dream

Once you have your dream in mind, you can start identifying some smaller steps that will move you toward your dream. For example, if you want to attend a community college to get a two-year degree, you might begin by finding out what kinds of entrance examinations or placement tests you need to take. You could also find out what classes you may take while still in high school that would make your career path easier later on.

Dare to Think: *If you could take a vacation anywhere you wanted, where would you go? How long would it take you to plan? Your future is a lot more important than a vacation. Plan for it!*

Dare to Do: Brainstorm with your teacher, classmates, or parents all the things you would need to plan your "Vacation of a Lifetime." Discuss the details of planning.

Write your plan here:

_____

_____

_____

_____

Prepare for your dream

Now that you have a dream and a plan, you can start preparing yourself to meet the challenges of making your dream come true. At this point in your life, you probably have some awareness of your personal interests, your preferences, your strengths, and your weaknesses. These are the qualities that make you a unique individual. Now is also the time to begin to think about how you may need to change some things in your life in order to take actions toward your dream. What will you need to learn? Do you need to improve your reading or mathematics abilities? Should you develop time management skills? Are you wanting to further develop your talents you are especially good at?

Dare *to Think*: *What makes you a unique individual?*

Dare *to Do*: Over the next week, notice other people—how they are similar and how they are different. Write a story, compose a song, or write down your thoughts about what makes you unique and how your qualities affect the world around you.

Get support for your dream

Many times, people who have dreams find that they cannot reach their dream without the help of others. Other people can be excellent sources of support for you as you work toward your dream. You may have family members or friends you can go to for help or for information. You may have teachers or counselors that can help you find short cuts to some of your goals. Find out the people in your life you can go to for help or for information about reaching your dream.

Dare *to Think*: Do you secretly wish that one of your dreams could happen without any effort from you? How likely is that? What goal are you ready to take action toward right now?

Dare *to Do*: This week, take one small step—an ACTION—toward this goal. Have a parent or teacher help you identify a reasonable step. Afterward, talk to them or with your classmates about how it felt to take this step. Ask your teacher or counselor to tell you about an action he or she has taken toward a personal dream.

Describe below the action you are going to take this week.

_____

_____

_____

Whom will you ask to help you?

_____

_____

_____

Review your dream

Look back on your decisions and planning and see how close you are to your dream—or see if you want to change your direction and go for a different dream. You may find that your original dream is not quite what you thought it might be. Very good. You've learned something important. Now, look inside yourself and find another dream!

Dare to *Think*: *Can you think of a time you were successful? How did it feel? How about when you weren't successful? What did you learn then?*

Dare to *Do*: Think about a step you have taken toward a goal of your own. What did you learn, and what would you do differently next time? Ask a parent, a teacher, or a counselor to describe a time when they learned from taking a step toward a goal.

On the lines below, describe a time when you were successful. What did you do to make it a success? What would you do differently if you had to do it over again?

My Supports

Imagine you are going to a meeting to plan ways to make your dream come true. In this meeting you will share your *desired postschool outcomes* with the people who are important to you and who can help make your dreams come true. People who care about your best interests and are willing to take actions to help you are *your supports*. Teachers, parents, foster parents, relatives, counselors, employers, and good friends can be your supports and help you meet your desired postschool outcomes. These are the people who may be included in your Transition IEP team.

Dare to *Know*

Q: What is a *Transition IEP?*

A: A *Transition IEP* is an Individual Educational Plan that helps you identify steps to take toward your future.

Q: Who are my *Transition IEP team members?*

A: *Transition IEP team members are* people who will be invited to your Transition IEP meeting to help develop your plan. Certain individuals **must** be invited, but others can also participate

- you and your parents, legal guardian, or foster parents
- your special education and vocational education teachers
- your school district representative
- agency representatives or counselors
- anyone else you or your parents invite

My Transition IEP Team

The next step in planning your transition is to make a list of those people who can help you reach your dreams and support you through your transition from school to post-school life. In the space below list the people you know who can help you meet your goals and achieve your dreams. These should be people who care about your success as an adult and who know you fairly well. They will be the ones you may invite to your Transition IEP team meeting. Even if these individuals can't come to your meeting, consider this a list of people who are willing to help you on a positive path toward adulthood.

My Support People

Me (my name)	My Parent or Guardian
My Teacher	My Counselor
My Teacher	Other Support Person

Dare to *Know*

Q: Who invites people to attend Transition IEP meetings?

A: A school district is responsible for inviting people to attend the Transition IEP meeting. You may make suggestions about whom to invite and ask that certain people be invited, also. Your teacher, the transition coordinator, or someone else from your school will be sending invitations to each person on your Transition IEP team. **Your school district has a special form to be used to invite your parents and certain other individuals to the meeting.** Your teacher may also attach a personal invitation from you. You can use the sample invitation letter below or create one of your own.

Sample Invitation Letter to IEP Team Members

Today's Date
Your Name
Your Address

Dear IEP Team Member's Name,

I would like to invite you to my Transition IEP meeting. At this meeting we will talk about my desired postschool outcome statement and my goals for the next school year. The meeting will be on _____ (date) at _____ (time) in _____ (place, including room number). I look forward to meeting with you then.

Sincerely,

Your Signature
Your Name

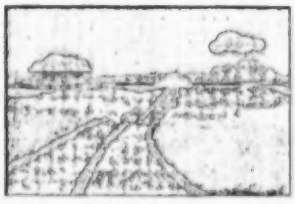
Dare to *Know*

Q: What transition issues will be addressed at my Transition IEP meeting?

A: The *Transition IEP team* will discuss a number of issues during your meeting, including:

- your *desired postschool outcome*
- your *present level of performance*
- your *annual goals* and *short-term objectives*
- your need for *related services* and supplementary aids and services
- your participation in assessment activities
- your diploma choice
- your need for transition services that might be provided or paid for by local, state, or federal agencies

Planning My Dream



So far, you've thought about what positive path behaviors you might take toward your future and who your support people will be at your Transition IEP meeting. Now let's talk about the specifics of your transition into adulthood.

Where will I live?

What job will I have?

What other training will I need?

What positive activities will I do in my leisure time?

How will I be a contributing member of my community?

Who will be my friends?

These are important questions that require a lot of thinking and problem solving. You have to take a look at the **big picture** of your life.

STATEMENTS TO THINK ABOUT TO GET THE *BIG* PICTURE

Next week I will . . .

Next month I will . . .

Next year I will . . .

Three years from now, I will . . .

THIS IS CHRIS

To practice looking at the big picture, let's take a look at Chris' life. You will have the opportunity to help think of some transition outcomes for Chris.

- Chris has been in trouble with the law and has a probation officer.
- Chris is ashamed of the way he treats his mom.
- Chris has not yet finished high school and cannot really imagine his future.
- Chris lives in an apartment with his mom, two sisters, plus an aunt and two cousins.
- Chris does not have a steady job and says he makes his money with his friends on the street.
- Chris cuts classes and is often absent from school.
- Chris and his friends "hang out" a lot but do not really have anything to do.
- Chris does not have his driver's license and is not sure if he ever will.
- Chris would like to move into an apartment with his friends.
- Chris wants to have a nice car.
- Chris would like to make good money.
- Chris' favorite subject in school was Introduction to Computer Science.
- Chris wants respect from his family and friends.

Now that you have read about Chris' life, what do you think his dreams might be? In the box below, write what you think Chris' dreams might be. This will become part of Chris' *postschool outcome statement*.

Desired Postschool Outcome Statement

What is Chris' dream for his life?

Chris needs to find out what to do to make his dreams happen. He will work on developing some behaviors, called **positive path behaviors**, that will help him meet each part of his dream. You will develop positive path behaviors for your own dreams later in this book.

Positive Path Behaviors

What can Chris do to make this dream happen?

_____

_____

_____

\+

What changes does Chris have to make in order for this dream to happen?

_____

_____

_____

\+

Who can support Chris as he takes these steps?

_____

_____

_____

=

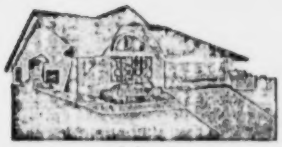
How will these changes affect Chris's life?

_____

_____

_____

Where Do I Want to Live?



Home

One of the first steps you can take toward independence is thinking about where you will live after you complete high school. Take some time to imagine where you will live. Think about these things:

How will you get to work or school?

How will you do your shopping?

Is your housing convenient to your family and friends?

Is your housing close to your favorite kinds of activities?

What kinds of expenses are involved?

Mini-Survey of Housing and Living Arrangements

Check [✓] all that apply to your dream of where you will live.

Location	Type of Home	Living Arrangements
[ ] in the country	[ ] mobile home	[ ] group home
[ ] in mountains	[ ] military barracks	[ ] parents
[ ] at the beach	[ ] townhouse	[ ] friends
[ ] big city	[ ] group home	[ ] spouse
[ ] small town	[ ] condominium	[ ] alone
[ ] warm climate	[ ] dormitory	[ ] relatives
[ ] cold climate	[ ] apartment	[ ] foster family
[ ] in the U. S.	[ ] house	
[ ] overseas		

Now you have a chance to describe where you want to live. Using the survey on the previous page as a guide, describe the place you would like to live and where it will be located. Also indicate who will live with you. What you write or say here will become part of your *desired postschool outcome statement.*

Desired Postschool Outcome Statement

Where Do I Want to Live?

Sample: I want to live at the beach in a house with my family.

In order to meet your dreams for living arrangements, you need to know what to do to make your dreams happen. Write some *positive path behaviors* that will help you.

Positive Path Behaviors

What can I do to make this dream happen?

_____

_____

_____

_____

+

What changes do I have to make in order for this dream to happen?

_____

_____

_____

_____

+

Who can support me as I take these steps?

_____

_____

_____

_____

=

How will these changes affect my life?

_____

_____

_____

_____

How Will I Get Around in My Community?

When you think about participating in your community, you must also consider how you will travel in it. Which ways are best for you?

How might you travel from one place to another in your community?

[ ]	walk	[ ]	ride with a friend or relative	[ ]	take the bus
[ ]	bicycle	[ ]	ride a moped	[ ]	drive a car
[ ]	take a taxi	[ ]	_____	[ ]	_____

What do you need to know before you ride the bus?

[ ]	bus routes	[ ]	hours of operation	[ ]	how to read maps
[ ]	cost	[ ]	bus stop locations	[ ]	_____

What do you need to know before getting your driver's license?

Listed below are some of the steps you can take to get a driver's license.

- Go to the Driver's License Bureau and get the book that explains driving rules and road signs
- Study the driving rules
- Get a learner's permit
- Obtain insurance coverage for yourself as a driver
- Negotiate with a parent or another adult to help you practice driving
- Take your driving test

In order to pass your driving test, you will need to know how to safely operate the car you will be driving, how to read and obey road signs, and how to drive on the open road. You must also pass a vision test. You may want to consider taking an elective driver's education class either in school or privately to make sure you learn everything you need to know.

Now that you've thought about how you will get around in your community, fill out the following mini-survey and add that information to the list of positive path behaviors for this goal.

Mini-Survey of My Transportation Plans

Check all that apply.

[ ] I will get my driver's license and drive my own car.

[ ] I will use the bus.

[ ] I will use a taxi.

[ ] I will carpool with friends or co-workers.

[ ] I will _____

In order to meet your transportation needs, you need to know what to do to make your dreams happen. Write your **positive path behaviors** below.

Positive Path Behaviors

What can I do to make this dream happen?

_____

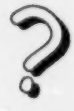
_____

_____

_____

\+

What changes do I have to make in order for this dream to happen?



_____

_____

_____

_____

\+

Who can support me as I take these steps?

_____

_____

_____

_____

=

How will these changes affect my life?

_____

_____

_____

_____

What Job Do I Want to Have?

Dare to *Know*

Q: There are so many jobs I can explore. How can I find out which one is best for me?

A: There are lots of things you can do. You can

- talk to a career guidance counselor
- take an interest or aptitude test
- think about work or activities you have liked
- volunteer at places that interest you in your community
- talk to someone in the profession that interests you
- get work experience in a related job
- all of the above

IMPORTANT

Because these activities are so important in exploring your career options, talk to your teacher or a counselor about how to complete these activities. For example, you might start your explorations by contacting your local Jobs & Benefits Center of the Department of Labor and Employment Security to find out what services they offer. Many such agencies' services are free, but each community may have different services. Maybe the program you are in right now offers career assessments or work experiences. Take this opportunity to find out . . . and to participate!

Dare to *Know*

Q: What should I do now to plan for my job future?

A: Consider applying the following suggestions to your situation.

- Develop good **work habits NOW**. Be on time for classes and take pride in the work you do. Consider your work at school a higher priority than your social life.
- Develop a good **work history NOW**. If you have a job, or plan to get one, work in such a way that your employer will be able to write you a good letter of reference. Complete your work assignments on time and to the best of your ability.
- **Take classes** toward your career goal. If you can, choose a computer class or a vocational class that interests you.
- **Explore! Explore! Explore!** Be curious about your future. Ask questions. Get answers. Don't give up. The more you know, the more power you have. Being persistent is part of self-determination.
- Create a **transition portfolio** or a folder that contains a summary of your school and work experiences and some samples of your best school work or projects.
- Develop a **resume**—a brief summary of your work history—as a project in one of your writing classes.
- Remember, a young person with a good work history, good letters of reference, a resume, and personal goals will definitely stand out in a crowd.

Interests, Aptitudes, and Skills

Your likes and dislikes can help you make the right decisions. The things you like to do are called your *interests*. This survey will help you identify some of your interests.

Mini-Survey of My Interests

Read the description of each activity, then mark your answer in the box that best fits your response. Then put a star (☆) by your five favorites.

Do you like to . . . ?	Yes	No	Sometimes
• Figure out how things work			
• Solve mysteries (in books or on TV)			
• Work out problems and puzzles			
• Work with tools			
• Take things apart and put them together			
• Build things, following diagrams or plans			
• Lead a group			
• Write letters			
• Sell things			
• Show someone how to do something			
• Help friends solve their problems			
• Make new friends			
• Make lists			
• Organize your time			
• Budget your money			
• Write poetry and/or music			
• Play an instrument and/or dance			
• Paint, draw, or sculpt something			

Adapted from *Pathways to Your Future* (1991)
Bureau of Career Development and Educational Improvement
State of Florida, Department of State

BEST COPY AVAILABLE

There are probably many jobs you could do. Some jobs you would naturally be good at with some training. You would be good at these jobs because of your skills and aptitudes. While an interest is something you might like to do, skills and aptitudes are **abilities and strengths you already have** and might be able to use in a job or activity.

Think about how well you have done in school since grade seven. What are your average grades in each subject? Fill out the mini-survey below to get a picture of the kinds of aptitudes you've demonstrated in school.

Mini-Survey of My Aptitudes and Strengths

7th Grade to Present

On average, how well have you performed in these classes? Mark your answer in the box that best indicates your grade average. Then put a star by your four *best* subjects and circle your four *favorite* subjects.

SUBJECT	A to B	B to C	C to D	D to F
English/Language Arts				
Arithmetic/Mathematics				
Sciences				
Social Studies/History				
Foreign Language				
Career Exploration/Job Prep				
Physical Education				
Technology Education				
Speech/Drama				
Music				
Art				
Other_____				

Surveying My Options

Use some of these activities to explore the job options in your community.

1. Ask your counselor or teacher how to access a copy of the **Enhanced Guide for Occupational Exploration**. This publication will help you to gain awareness of the interest areas you most like, the job possibilities in those interest areas, and the skill requirements of each. On a separate sheet, make a list of jobs you think you might like, along with the skills needed for each of them.

2. Look through the yellow pages in a phone book to get some ideas about businesses in your community. With your teacher's or parents' help, call your three favorite kinds of businesses listed and ask employers what skills and education they expect their employees to possess.

3. Explore the Help Wanted ads in your local newspaper to see what kinds of jobs are in demand in your area. Then call three of the phone numbers listed and ask what kinds of skills and education are required for each job advertised. Do you notice a pattern in the typical kinds of jobs advertised in your community?

REVIEW

So far, you've thought about:

What you like and what you do not like—your *interests*

What you do well—your *skills and aptitudes*

The job market—*the options* in your community

These steps are part of knowing yourself. Now it is time to state your **preferences** for what you would choose to do based on your self-knowledge. Keep in mind your interests, your strengths, and your job possibilities. List at least three jobs you might like to do. On the next line, list the skills you have right now for each of these jobs. Look back at the pages you have just completed for ideas.

Three jobs I might like to do:

1. **Job:** _____

   Skills: _____

   _____

2. **Job:** _____

   Skills: _____

   _____

3. **Job:** _____

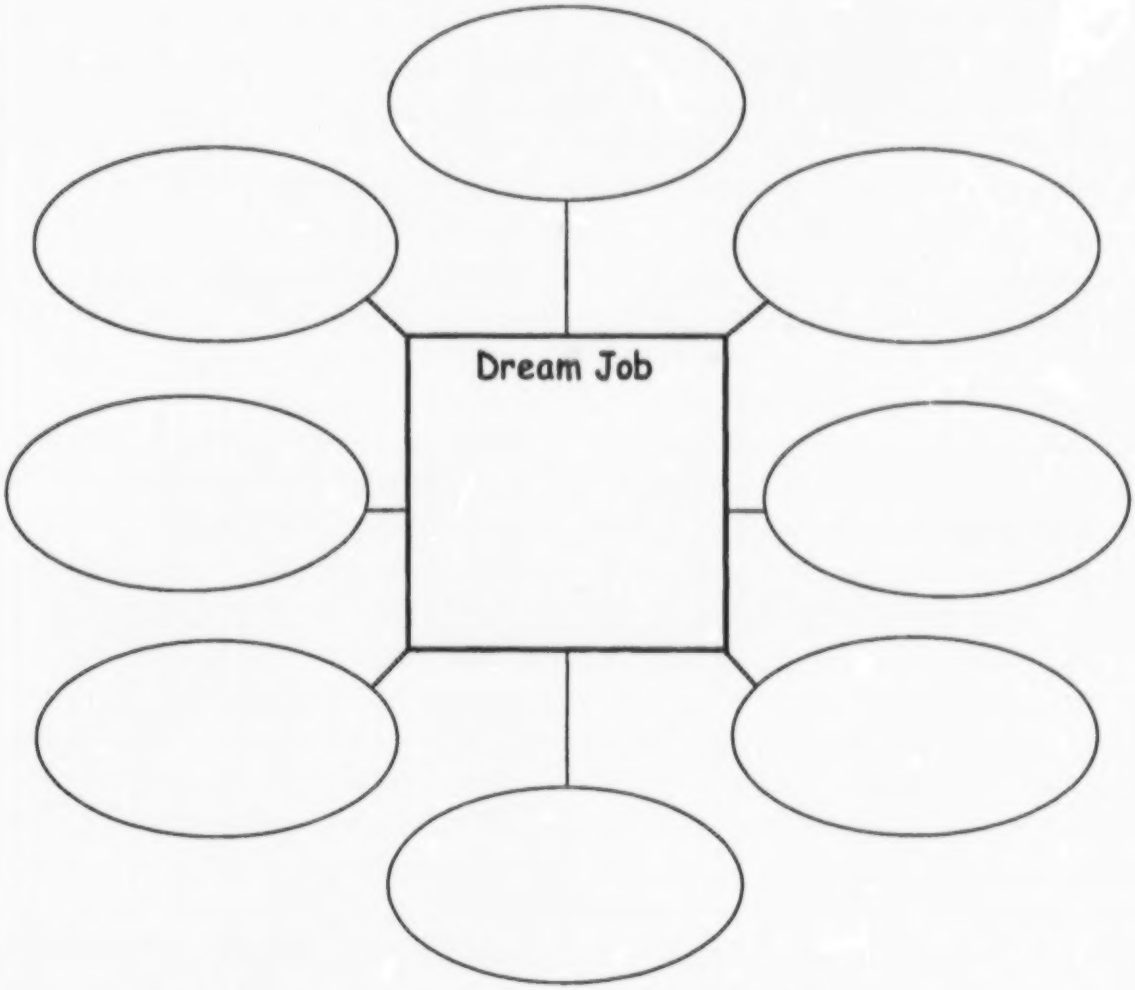
   Skills: _____

   _____

Of the three jobs you listed, which job makes you the *most* excited about your future? We will call this your **dream job**. On the next page, you will find an idea map to use for the following exercise.

My Dream Job

Write your dream job in the center box. Then in the surrounding circles, write as many reasons for your liking this job as you can name.



Other Jobs Like My Dream Job

1. Look back at your **dream job** and put a star [★] by the three most important reasons that you chose this job.
2. Write those three reasons in the boxes below.
3. Have your parents or teacher help you think of other jobs that would share these reasons or characteristics. Write these jobs in the boxes below each reason.

   For example, if you want to play professional sports because you like to travel, want recognition, and enjoy physical activity, what other jobs might give you those three things? A salesperson travels on the job. A minister receives recognition from his or her congregation. A carpenter works hard physically.

I Like My Dream Job for These Three Reasons:

★ Reason #1	★ Reason #2	★ Reason #3

Other Jobs I Might Like for the Same Reason	Other Jobs I Might Like for the Same Reason	Other Jobs I Might Like for the Same Reason

Dare to *Know*

Q: *Why can't 40 to 44 million adults in the U. S. read or do math?*

A: There may be any number of reasons why some get through school and still are unable to perform these basic skills. Students usually receive lots of reading instruction in grades one to three. After that, direct reading instruction is given less attention. Also,

- some students may have had family problems when they were learning how to read and do math
- some students have a learning disability in reading or math
- some students dropped out of school or skipped classes

Q: *Why should I learn reading and math skills now?*

A: Career research shows that people who can read and do math get better jobs and make more money. Teenagers who improve their skills are more likely to graduate, to stay out of trouble with the law, and to enter job training programs to increase their earning power.

Q: *How can students improve reading and math skills?*

A: Here are some ways to get started on improving skills.

- Ask a teacher for help.
- Learn a variety of different ways to study.
- Contact a local library to find a literacy tutor.

Below are examples of types of training required for different jobs. Which category would your **dream job** fall under? Because there are thousands of jobs available, you might need to get more information to answer this question. Your guidance counselor can help you locate training information for the job that interests you most. You could ask your teacher to help you look through the *Enhanced Guide for Occupational Exploration* or the *Occupational Outlook Handbook* (see resource list) to find out the kind of training you'll need for your dream job. Or you could simply ask someone who does the kind of work you are interested in what kind of training he or she needed for the job.

Training Needs				
On-the-Job Training	**Vocational-Technical School**	**Two Years of Community College**	**Four or more Years of University**	**Armed Services**
janitor	meat cutter	licensed practical nurse	lawyer	repair technician
construction worker	bricklayer	dental assistant	physician	communication specialist
general clerk	auto mechanic	police officer	architect	officer
receptionist	arc welder	bookkeeper	teacher	mechanic
food server	electrician	computer operator	engineer	air traffic controller
hospital orderly	cosmetologist	child care worker	accountant	health care officer
telephone solicitor	carpenter	x-ray technician	social worker	pilot

How much more education will you need to obtain your dream? In the checklist below, mark what level(s) of education you might need for your dream job. Check more than one if more than one applies to your dream.

Mini-Survey of My Education and Training Needs

Check your training needs for your dream job.

Do I need a standard diploma?	[ ] Yes	[ ] No
Is a special diploma accepted?	[ ] Yes	[ ] No
Do I need work experience?	[ ] Yes	[ ] No
Do I need on-the-job training?	[ ] Yes	[ ] No
Do I need vocational training?	[ ] Yes	[ ] No
Do I need a license or certification for this job?	[ ] Yes	[ ] No
Do I need a two-year associate degree from a community college?	[ ] Yes	[ ] No
Do I need a four-year college diploma?	[ ] Yes	[ ] No

Desired Postschool Outcome Statement

What is my Dream Job?

_____

_____

_____

In order to reach your career goals, you need to know what to do to make your dreams happen. Write some **positive path behaviors** that will help you.

Positive Path Behaviors

What can I do to make this career happen?

\+

What changes do I have to make in order for this dream to happen?

\+

Who can support me as I take these steps?

=

How will these changes affect my life?

What Do I Want to Do in My Leisure Time?

Leisure

We all make choices when we decide how to spend our free time. Some people enjoy being alone or with just a few friends; some people enjoy being with lots of people. Many people enjoy taking part in a variety of different and positive social activities. Below are some examples of activities that people enjoy.

Positive Activities	Destructive Activities
Drawing, painting, writing	Stealing
Helping out a friend or family member	Using drugs
Playing football	Joy riding
Going to the movies	Drinking
Working on your car	Harassing people
Listening to music or playing music	Skipping school
Thinking and problem solving	Fighting
Reading an interesting book	Practicing unsafe sex
Riding your bicycle	Using violence
Developing hobbies	Breaking the law

Leisure Activities

In the boxes below, identify some positive and fun ways to get good feelings. Make your free time full of things that do both you and others good.

School: In what leisure activities do you participate at school (sports, acting, clubs)? List or draw some things that you currently do and some you would like to try.

School Activities

Things I Do	Things I Would Like to Try

Hobbies: What kind of things do you like to do outside of school (e-mail friends and play on the computer, go swimming, ride horses, sing, play an instrument, play sports, etc.)? List or draw some non-school activities you currently do and some you would like to try.

Hobbies

Things I Do	Things I Would Like to Try

Social Activities: What activities do you like to do with friends and family (go on dates, study together, go to movies, dance, go to church, participate in scouting, go camping, volunteer)? List or draw some things you currently do and some you would like to try.

Social Activities

Things I Do	Things I Would Like to Try

Alone Activities: What activities do you like to do by yourself (read, fish, do arts and crafts, play solitaire, play video games, watch TV or rent videos, work or play on the computer)? List or draw some things you currently do and some you would like to try.

Alone Activities

Things I Do	Things I Would Like to Try

Now . . . Put a circle around your favorite activities from each area.

My Social Activities

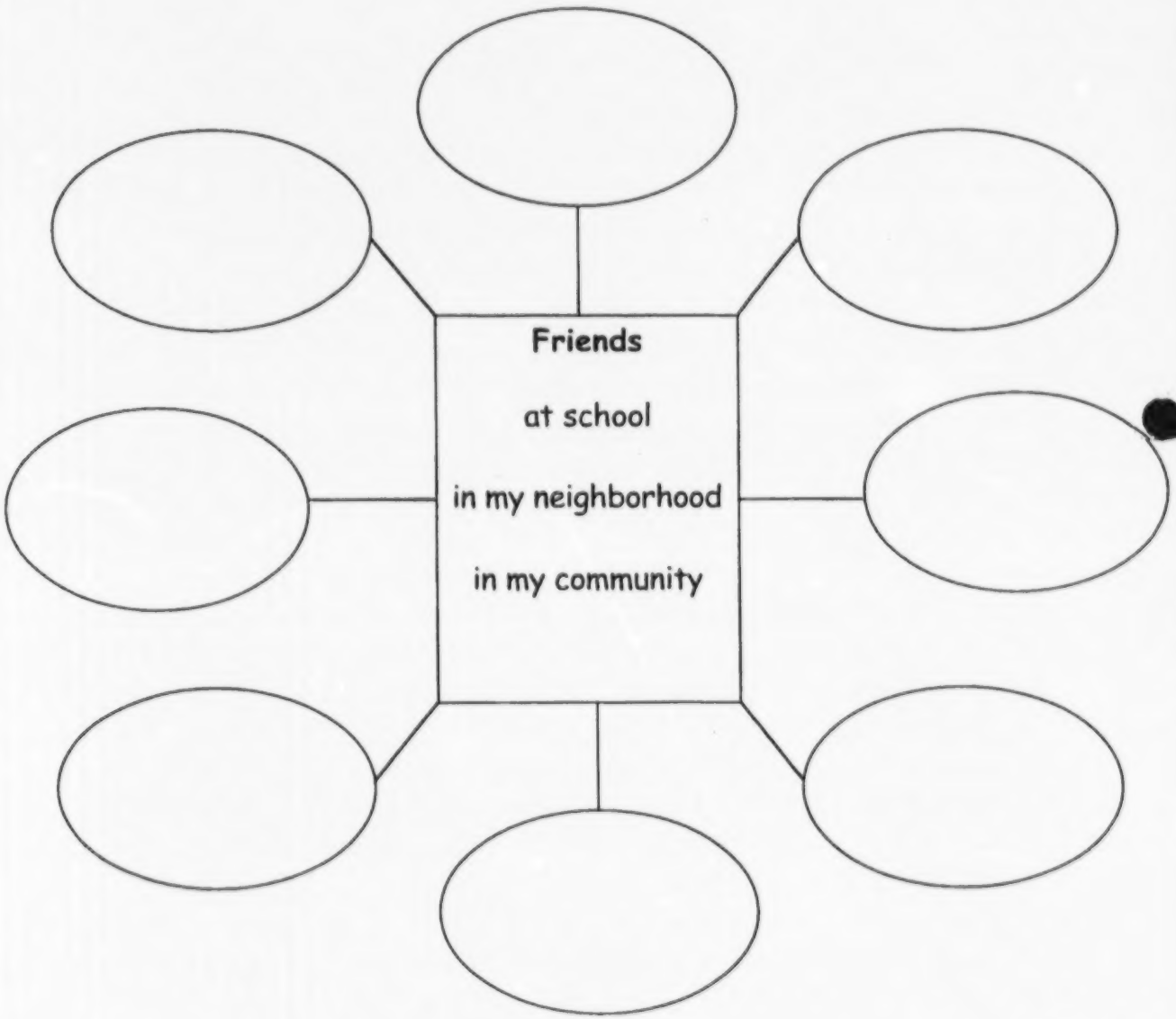
Many people choose to be social during their leisure time. Socializing with other people is an important part of becoming an adult. As an adult, you will be interacting with lots of other people in different areas of your life. You already interact with friends, classmates, and even teammates, if you are involved in organized sports or games. As you become an adult you will begin developing social relationships with co-workers, people with whom you do business, and others whom you encounter regularly. Building social networks for leisure and fun as well as for work will be a valuable part of your transition to postschool life.

Dare to *Think*: *Who are the people you associate with now? Are they classmates? Friends from your neighborhood? People you know from community organizations?*

Dare to *Do*: Use the map on the following page to make a *circle of friends*—people with whom you are close and others who are still in your circle, but perhaps not as close. Think especially of the people at school, in your neighborhood, and in your community. If you wish, you may indicate your relationship with the people in each circle. You may want to show whether the person is a close friend, an acquaintance, or even a co-worker or teammate. You may also put what activities you especially like to do with that person.

My Circle of Friends

In each circle put the names of friends from your school, your neighborhood, and your community. Think of one or two activities you do with those friends and list them inside those circles, too.



Desired Postschool Outcome Statement

What will I do in my leisure time?

In order to meet your leisure time and social needs, you need to know what to do to make your dreams happen. Write some **positive path behaviors** that will help you.

Positive Path Behaviors

What can I do to make this dream happen?

\+

What changes do I have to make in order for this dream to happen?

\+

Who can support me as I take these steps?

=

How will these changes affect my life?

Getting Involved in My Community

You are growing into your adulthood. One of the responsibilities and privileges of becoming an adult is becoming active in your community. Volunteering in an area you like can make you feel productive and good about yourself. Volunteering in a new area will help you learn new skills and gain more knowledge about yourself.

However, returning to your community may present some challenges, especially if you have gotten in trouble with the law and with members of your community. One of the ways of making a new start in your community is to *make amends*. You may have hurt someone you love. You may have hurt people you don't even know. You may have cost people in your community money to repair damage you have caused. Think about how you would feel about returning to your community if you could give back twice as much as you have taken. Some experts believe that individuals who do this can feel better about coming back to their communities. Did you know that scientists have discovered that when you help others, your brain releases certain chemicals called endorphins? These chemicals are actually able to make you feel better by acting on those parts of the brain that respond to happy feelings. People can feel better just by helping out in their communities

On the next page is a list of some things that you can volunteer to do in your community—without being ordered to perform community service first. Which of these would be interesting for you? Check at least three.

Community Service Ideas

Check at least three service ideas you think would most interest you.

- [ ] Help build a playground
- [ ] Teach young people a sport
- [ ] Create crafts and artwork to donate to charity organizations
- [ ] Counsel young people about ways to make good choices
- [ ] Spend time with elderly citizens
- [ ] Distribute food, clothing, and blankets to people in need
- [ ] Tutor people in reading or math
- [ ] Paint a community building
- [ ] Volunteer at a zoo, local Humane Society, or hospital
- [ ] Make and serve meals at a local food kitchen
- [ ] Help build homes for families in need
- [ ] Make toys for children
- [ ] Collect coats, shoes, and school supplies for children
- [ ] Think of your own:_____

Still wondering if community service is for you? How would you feel if other people respected and trusted you because of what you did with your life? Think about this: Even if you think that volunteering is a waste of time, most people really admire those who give generously of their time and energy to worthy causes. Most importantly, volunteering can offer you the opportunity to develop personal dignity, self-respect, and independence. Now that you have thought about volunteering in your community, write your dreams in the Desired Postschool Outcome Statement box below.

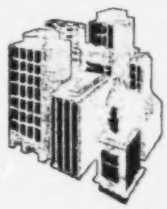
Desired Postschool Outcome Statement

How will I get involved in my community?

In order to get involved in your community, you need to know what to do to make your dreams happen. Write some **positive path behaviors** that will help you.

Positive Path Behaviors

What can I do to make this dream happen?



_____

_____

_____

_____

\+

What changes do I have to make in order for this dream to happen?

_____

_____

_____

_____

\+

Who can support me as I take these steps?

_____

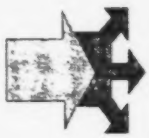
_____

_____

_____

=

How will these changes affect my life?



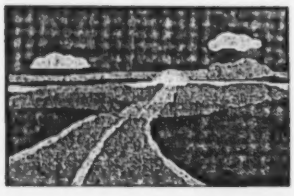
_____

_____

_____

_____

My Desired Postschool Outcomes



Okay, now you have some ideas about where you would like to live, what kind of job you would like to have, what kinds of things you would like to do in your leisure time, and how you will be a part of your community. Using what you've written in all of your Desired Postschool Outcome boxes, write a final Desired Postschool Outcome statement that includes where you want to **live**, the **job** you would like, the things you would like to do to be **social**, and how you will take part in your **community**.

In three to five years, I want to . . .

_____

_____

_____

_____

_____

_____

_____

This is your **desired postschool outcome statement**, the description of your dreams. You will use this to tell your Transition IEP team what you want your life to be like after you graduate. The desired postschool outcome statement you write in the 12th grade will look a lot different from one you might have written in 9th grade. The closer you get to your high school graduation, the more detailed and realistic these statements will be.

Sharing What Is Best about Myself

Now that you have written your desired postschool outcome statement, you can share what is best about yourself with your Transition IEP team. Sharing what is best about yourself will help you and your team to set good goals for you. Look at the areas listed below. Think about the skills and personal qualities you have in each of these areas. Think of some things you could do better in each of these areas. As you think about these things, remember your desired postschool outcome statement.

Mini-Survey of My Personal Skills

Put a check by those skills you think you do well. Add any other skills and abilities that you have that aren't listed.

Skills for independent living

_____I am responsible
_____I am self-confident
_____I know safety rules
_____I know emergency procedures
_____I _____

Skills for the work world

_____I am dependable
_____I am willing to work hard
_____I am responsible
_____I am on time to class
_____I _____

Skills for having fun

_____I am friendly
_____I am cooperative
_____I am respectful of others
_____I am self-confident
_____I _____

Skills for community participation

_____I am law-abiding
_____I am able to travel in my town
_____I am respectful of others
_____I _____
_____I _____

My Personal Learning Style

Mini-Survey of My Personal Learning Styles

Circle your top three choices for each question.

1. The activities that help me learn are:

a. reading
b. listening
c. taking notes
d. watching
e. talking things out
f. writing a report
g. giving verbal reports
h. working out problems
i. working on projects in a lab
j. working on projects in a shop
k. filling out worksheets or study guides
l. other _____
m. other _____
n. other _____

2. Materials or things that help me learn are:

a. flash cards
b. dictionary
c. calculator or multiplication chart
d. games
e. computerized voice synthesizer
f. tape recorder
g. movies, TV, or videos
h. typewriter
i. computer
j. charts, graphs, or pictures
k. outlines
l. learning strategies
m. other _____
n. other _____

Mini-Survey of My Personal Learning Styles

(continued)

3. I learn best when I work:

a. by myself

b. myself and a teacher

c. with a tutor

d. with another student

e. other _____

f. other _____

4. I learn best in the following arrangements:

a. large groups for lectures

b. small groups (4-6 people)

c. small groups (2-4 people)

d. with one other person

e. on my own

f. other _____

g. other _____

5. I do best on tests that are

a. multiple-choice, true/false, or matching tests

b. short-answer or essay tests

c. open note or open book tests

d. take-home tests

e. verbal tests, when I answer questions out loud or tape record my answers to written questions

f. performance tests, when I demonstrate for someone what I know how to do

g. other _____

My Graduation Requirements

Where can you go to find out the requirements for a standard high school diploma or special diploma? Whom can you ask?

[ ] My ESE or vocational education teacher

[ ] My school's Transition Coordinator

[ ] My guidance counselor

[ ] Anyone else?_____

Now go and find out what those requirements are. List them here:

Diploma Type (circle one) **Regular** **Special** **G.E.D.**

List your graduation requirements.

Course/Activity	**Credits/Time**	**Completed?**

What courses do you need to take or what skills do you know that you need to learn **this year** to help you meet these requirements? List them here.

Now you have a chance to discuss what you would like to learn in school to prepare for your transition. Think about your skills, your personal qualities, and how you best learn.

I would like to learn . . .

Sharing More about Myself

Now write or tell your teacher what you want your Transition IEP team to know about you. Include your interests, how you learn, and what academic strengths and weaknesses you have right now. Look back at all your lists to help you remember.

_____

_____

_____

All of this information will help you and your Transition IEP team set goals that will help you reach your dreams.

Dare to *Know*

Q: What does my present level of performance describe?

A: Your present level of performance describes

- what you like to do
- what you do well
- what you need to improve

in areas related to your school life and your postschool life. This statement gives you a chance to compare what you're doing now with what you would like to do in the future and points out areas you may need to work on in order to meet your future goals. This present-level statement will help you each year when it's time to review your desired post-school outcome.

Dare to *Know*

Q: What areas might my Transition IEP team and I look at in writing my *present level of performance* statement?

A: The areas you might look at include

- curriculum
- social and emotional behavior
- independent functioning
- communication skills
- instruction
- community experience
- employment
- postschool adult living

and, if appropriate,

- daily living skills
- functional vocational evaluation

Making My Dreams Come True

You will share your desired postschool outcome statement with your Transition IEP Team during your Transition IEP meeting. The Transition IEP meeting is the place for you to share your dreams with people who can help you set *annual goals*—and *short-term objectives*.

Dare to *Know*

Q: What are *annual goals*?

A: *Annual goals* identify knowledge, skills, behaviors, or attitudes you will work on in the next year.

Q: What are *short-term objectives or benchmarks*?

A: Short-term objectives are smaller steps you take to help you meet your annual goals.

Q: How do I develop annual goals?

A: Annual goals are based on the same areas that your *present level of performance statement* addresses. Your annual goals and your present level of performance statement work together to help you formulate your short-term objectives—the smaller steps you will take toward meeting your dreams.

Q: Who is responsible for helping me reach my annual goals?

A: Everyone on your Transition IEP Team, including **you**! By writing your desired postschool outcome statement, you have started making the plan that you and your Transition IEP team will use to help you reach your dreams.

Congratulations!

You have successfully identified your dreams

and how to reach them.

Now you can more confidently tell others

about what you want to do as an adult.

This Certificate is Awarded to

_____

for

Daring to Dream

on this _____ day of

_____, _____.

In recognition for Completion of

Dare to Dream

Juvenile Justice

A Guide to Planning Your Future

for Students in the Juvenile Justice System

_____ _____

67

Notes

References and Resources

Bureau of Labor Statistics, U.S. Department of Labor. (1994, April). **Occupational outlook handbook** (Bulletin 2450). Indianapolis, IN: JIST.

Burke, D. A., & Beech, M. (1997). **Developing quality individual educational plans: A guide for instructional personnel.** Tallahassee, FL: Florida Department of Education, Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education.

Florida Department of Education. (1991). **Pathways to your future.** Tallahassee, FL: Bureau of Career Development and Educational Improvement, Division of Vocational, Adult, and Community Education.

Maze, M. & Mayall, D. (1991). **Enhanced guide for occupational exploration: Descriptions for the 2500 most important jobs.** Indianapolis, IN: JIST.

Repetto, J., Thomas, S., & Schwartz, S. (1993). **Transition: The IDEA way implementation guide.** Tallahassee, FL: Florida Department of Education, Bureau of Education for Exceptional Students, Division of Public Schools.

U.S. Department of Labor, Employment and Training Administration, U.S. Employment Service. (1998). **The O*net dictionary of occupational titles.** Indianapolis, IN: JIST Works.

Florida Department of Education
Charlie Crist, Commissioner

ESE 310583

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

REPRODUCTION BASIS

This document is covered by a signed "Reproduction Release (Blanket) form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").